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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered competency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in orienting learners to the competency-based teacher education program they will enter. Contents include five learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective: learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback): and optional activity (activities). (YLB)

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CONDUCT A CBTE ORIENTATION PROGRAM

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FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

Although most persons preparing to become teachers are very knowledgeable relative to how time-based educational programs operate, few can be expected to possess a reasonable understanding of how competency-based education programs operate. For this reason, each person entering competency based education (CBE) programs must be oriented to such programs. They should understand the educational concepts underlying program operation and the way these concepts are realized when engaging in activities within the program.

An essential function of a Resource Person is to orient learners to the competency-based teacher education program they will enter. The learning experiences of this module are designed to accomplish this.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual program situation, conduct a CBTE orientation program. Your performance will be assessed by your Resource Person using the Resource Person Assessment Form, pp. 50-53 (Learning Experience V).

Enabling Objectives:

1. After completing the required reading, demonstrate a knowledge of the concepts underlying competency based teacher education (Learning Experience I).
2. After completing the required reading, demonstrate a knowledge of how the concepts underlying CBTE are made operational in a CBVTE program (Learning Experience II).
3. After completing the required reading, plan a CBTE orientation program. (Learning Experience III).
4. Given a case study describing a Resource Person's performance in conducting a CBTE orientation program, critique the Resource Person's performance (Learning Experience IV).

Prerequisites: None

Resources:

A list of outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, and (2) to locate additional references.

LEARNING EXPERIENCE I
(Optional)

1. American Association Of Colleges For Teacher Education (AACTE) Report, January, 1974.
2. Gill, J.; Harrington, L.G. and Norton, R.E. Performance - Based Teacher Education: The State of the Art - General Education and Vocational Education, The Ohio State University, The Center for Vocational Education, 1978.
3. Houston, W.R. Exploring Competency-Based Education. McCutcheon Pub. Co., 2526 Grove St., Berkley, CA, 1974.

LEARNING EXPERIENCE II
(Optional)

1. Adamsky, R. and Cotrell, C. "Program VITAL: A Futuristic Inservice Model For Vocational Education". Journal of Industrial Teacher Education, Summer, 1975, XII(4):39-45.
2. Bradley, C.H. "Getting Practical: A VITAL Boost for Vocational Teacher Education", in School Shop, Nov., 1974, 34(3):35-6.
3. Fardig, G.E.; Hamilton, J.B. and Norton, R.E. Guide to the Implementation of Performance-Based Teacher Education, The Ohio State University, The Center for Vocational Education, 1977.
4. Hamilton, J.B. and Quinn, K.M. Resource Person Guide...to Using Performance-Based Teacher Education Materials, The Ohio State University, The Center for Vocational Education, 1978.
5. Huang, M.W. and Norton, R.E. Student Guide...to Using Performance-Based Teacher Education Materials, The Ohio State University, The Center for Vocational Education, 1977.

6. Resource Person Training Modules:

   - Conduct a Small Group Meeting
   - Plan and Conduct a Helping Conference
   - Conduct a Council of Educators Review
   - Instruct Others To Set-up and Operate a Video System

LEARNING EXPERIENCE III

(Optional)

1. A Resource Person to interview concerning planning a CBTE orientation program.

(Required)

1. A Resource Person to evaluate your written plan for conducting a CBTE orientation program.

LEARNING EXPERIENCE IV

(Optional)

None

LEARNING EXPERIENCE V

(Required)

1. An actual program situation in which to conduct a CBTE orientation program.
2. A Resource Person to assess your competency in conducting a CBTE orientation program.

LEARNING EXPERIENCE I

Enabling Objective After completing the required reading, demonstrate a knowledge of the concepts underlying competency-based teacher education.

Activity You will be reading the information sheet, Competency-Based Teacher Education (CBTE), pp. 7-15.

Optional Activity You may wish to review selected optional references for this learning experience, p. 4.

Activity You will be demonstrating your knowledge of competency-based teacher education by completing the Self-Check, pp. 16-17.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 18-19.

Activity For information reguarding competency-based teacher education, read the following information sheet.

COMPETENCY BASED TEACHER EDUCATION (CBTE)

Historical Perspective

Historically, changes in society have placed new demands on teacher education. The traditional practice of operating teacher education institutions, separate from the schools, caused the preparation of teachers to become socially outdated and unacceptable.

Teacher education programs have substantially expanded through the scientific study of education. A common core of coursework was identified for the professional preparation of teachers.

As the schools became more democratic, reactions against traditional "lock-step" methods of education brought about the reform movement known as "Progressive" education. This movement stressed individualization of education. Providing more realistic experiences for teachers and emphasizing the use of behavioral objectives, as advocated by Ralph Tyler, were seen as necessary steps toward individualization.

In 1957, the impact of Sputnik I, led to the identification of a need for accountability and personalization in education. This has led to the movement referred to as competency-based teacher education, (CBTE).

ASSUMPTIONS UNDERLYING THE CBTE MOVEMENT

The American Association of Colleges for Teacher Education (AACTE) stated that the following assumptions underlie CBTE and must continue to do so:

1. The teacher must be conceived of, prepared as, and function as a professional in the full sense of the term. The teacher must be able to diagnose and prescribe in educational settings just as a physician does with respect to medical problems and services. Furthermore, the teacher must keep in touch throughout his/her professional career with a growing body of knowledge and adapt his/her practice to changing conditions. The concept of a teacher as one who develops a set of skills in preservice preparation and then uses them to carry out fixed sets of procedures prescribed by "higher authorities" throughout his/her career is rejected.
2. Knowledge of the relationships between teacher education programs, teacher behavior and pupil outcomes, must be greatly improved and more widely disseminated. Just as medical research is recognized as crucial in undergirding the practice of the medical profession, efforts to improve the knowledge base available to the teacher educator and the teacher practitioner in the schools must be given high priority.
3. The development of CBTE on a large scale, requiring cooperative effort of the total educational profession, could provide a vehicle and language for unification and strengthening of the profession.

Defining the Movement

It should be noted that CBTE and performance-based teacher education (PBTE) refer to the same movement and are often times used interchangeably.

In 1971, the most widely accepted definition of CBTE was stated by Stanley Elam in Performance-Based Teacher Education: What Is the State of the Art? In this report, Elam identified three levels of descriptors in his conceptual definition of CBTE/PBTE: (1) essential elements; (2) implied characteristics; (3) related or desirable characteristics. Following are these three levels.

I. Essential Elements

The following elements must all be included in a program for it to be considered CBTE/PBTE.

1. The competencies (cognitive, psychomotor, affective), which are to be demonstrated by the learner, are derived from a task analysis of the teaching profession, identifying explicit conceptions of teacher roles. They must be stated in advance of instruction and in terms which make possible the assessment of learner behavior in relation to the specific competency.
2. Criteria used in assessing these competencies must be based upon the specified competencies identified, clearly stating the expected levels of performance under specified conditions. They must also be made public in advance of instruction.
3. Assessment of learner competency is based on his/her performance, applying the objective criteria to that performance in order to determine the learner's rate of progress.
4. Learner rate of progress is based on achievement of competencies rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the learner's achievement of competencies specified.

II. Implied Characteristics of CBTE

1. Instruction is individualized and personalized.
2. The learning experience of the individual is guided by feedback.
3. The program as a whole is systemic.
4. The emphasis is on exit, not on entrance, requirements.
5. Instruction is modularized.
6. The student is held accountable for performance, completing the preparation program when, and only when, he demonstrates the competencies that have been identified as requisite for a particular professional role.

III. Related and Desirable Characteristics

1. The program is field centered.
2. There is a broad base for decision-making (including such groups as college/university faculty, students, and public school personnel).
3. The materials and experiences focus on concepts, skills, knowledge, which can be learned in a specific instructional setting.
4. Both teachers and students are designers of the instructional system.
5. The program includes a research component and is open and regenerative.
6. Role integration takes place as the prospective teacher gains an increasingly comprehensive perception of teaching problems.

Considering Elam's definition it becomes apparent that CBTE represents the application of a formal system for managing instruction to the task of educating teachers.

CBTE is a highly individualized, personalized approach to teacher preparation requiring the learner to demonstrate essential teaching skills in an actual school situation. Actual performance of the competencies identified as essential to successful teaching, ensures that the teacher not only has the cognitive background required but also the ability to apply what has been learned.

Conventional teacher education programs have been primarily oriented toward presenting information on the theories of how to teach rather than upon the specific skills that are necessary to teach. Such programs focus on the courses needed by teachers to meet graduation and/or certification requirements. In CBTE, the emphasis is upon demonstrating the pedagogical competencies essential for successful teaching.

It may be helpful in describing CBTE, to contrast several features of CBTE programs with features often associated with conventional teacher education programs. Following is a comparison of CBTE programs and conventional teacher education programs. It should be noted that in examining individual conventional teacher education programs, one or more of the CBTE features may be found.

Comparison of Competency Based and Conventional Teacher Education Programs

	CBTE Programs	Conventional Programs
1.	Competency-Based	Content-Based
2.	Performance-Based	Time-Based
3.	Individually Paced	Group Paced
4.	Individual Needs	Group Needs
5.	Immediate Feedback	Delayed Feedback

6.	Multi-Media Materials	Textbook/Workbook
7.	Module Oriented	Course Oriented
8.	Field-Based	Classroom-Based
9.	Resource Persons	Instructors
10.	Specific Objectives	General Objectives
11.	Objective Criteria	Subjective Criteria
12.	Criterion-Referenced	Norm-Referenced

Also found helpful when describing CBTE is the following list of terms.

CBTE TERMS

Activity:

Refers to one of the several required learning tasks that are designed to help students achieve the enabling or terminal objective.

Actual School Situation:

Refers to a situation in which you are actually teaching vocational students in a real school. A student teacher, an in-service teacher, or an intern would be functioning in an actual school situation.

Competency:

Refers to achievement of the knowledge, skills, and attitudes required to perform a given task.

Competency-Based Teacher Education (CBTE):

Refers to an approach to teacher preparation in which the emphasis is on developing specified teaching competencies rather than on gaining knowledge of how to teach. Many educational leaders use this term synonymously with "Performance-Based Teacher Education."

Enabling Objective:

Refers to one of the several process-type objectives that help students progress toward achievement of a terminal objective. For each enabling

objective in a module a learning experience has been specifically designed to help students achieve it.

Feedback:

Refers in The Center's modules to the immediate reinforcement of learning that one receives at the end of each learning experience, through the use of model answers or some type of a checklist completed by oneself, one's peers, and/or resource person(s).

Learning Experience:

Refers to a series of required and optional learning activities contained within each module, whose completion leads toward the accomplishment of a single performance objective.

Module:

Refers to the type of learning materials that are developed for most PBTE programs and organized into modular (package) form. Modules vary widely in form, length, and scope from program to program. Some consist of a one or two page outline while others are comprehensive self-contained instructional packages of fifty or more pages each. Most of The Center's modules contain all of the essential learning material for achieving a specified terminal performance objective.

Occupational Speciality or Service Area:

Refers to one's major vocational field: Agricultural Education, Business and Office Education, Distributive Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, Technical Education, or Trade and Industrial Education.

Optional Activity:

Refers to an activity or item which is not required, but which is designed to supplement and enrich the required activities in a learning experience.

Overview:

Refers to the first page of each learning experience in The Center's modules, with the exception of the final learning experience. The overview uses graphic symbols and brief statements to give the student a quick preview of the major learning activities involved, and the type of feedback provided the user.

Peer:

Refers to a fellow student, fellow teacher, a roommate, or a friend who is used to (1) role-play a student, etc., (2) critique your performance, and/or (3) participate in seminar-type discussions. Whenever possible, a peer should be a person in your own occupational specialty.

Performance-Based Teacher Education (PBTE):

Refers to an approach to teacher preparation in which the emphasis is on developing the ability to "perform" (teach) in an actual school situation rather than on the "knowledge" of teaching.

Performance Objective:

Refers to a statement of desired student behavior and both the conditions under which the performance is to occur and the criterion or criteria by which the performance will be evaluated.

Resource Person:

Refers to the professor, instructor, cooperating teacher, administrator, state supervisor, or other person who is responsible for guiding and helping you plan your educational program.

Student (in the Modules):

Refers to the high school or post-high school vocational students whom you will be teaching.

Teacher (in the Modules):

Refers to the person who is taking the module.

Terminal Objective:

Refers to an objective describing what competency the learner is expected to perform in an actual school situation upon completing the module.

Optional Activity

For further information concerning the concepts underlying competency-based teacher education, review the selected optional references for this learning experience. Your Resource Person will be able to assist you in securing these references.

Activity

The following items check your comprehension of the material in the information sheet, Competency-Based Teacher Education, pp. 7-15. The items require short essay-type responses. Please respond fully, but briefly.

SELF-CHECK

1. Describe some educational changes that led to the inception of the CBTE movement.

2. In your own words, define CBTE.

3. Contrast CBTE and Conventional Teacher Education.

4. In your own words, describe the assumptions underlying the CBTE movement.

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. A rapidly changing society dictated educational changes. Scientific approaches and a more democratic minded society moved education from the traditional "lock-step" method into a more progressive era. Individualization, personalization, and the recognition of a need for accountability in education, became educational focal points leading to the CBTE movement.
2. Your definition should include the following major points. CBTE (is):
   - used synonomously with PBTE.
   - individualized.
   - personalized.
   - guided by feedback.
   - modularized.
   - field centered.
   - involves performance in an actual teaching situation.
   - evaluation is based on stated criteria.
   - a very systematic approach.
   - learners are held accountable for learning.
3. You may refer directly to the information sheet, Competency Based Teacher Education, pp. 7-15, for these comparisons.

4. Assumptions underlying the CBTE movement:

   - The teacher should strive to become a "professional", keeping abreast with a growing body of knowledge and change in order to provide continuous diagnoses and prescriptions in educational settings.
   - Teacher education must be "research based", expanding upon the knowledge available to the teacher educator.
   - A concerted effort toward CBTE, by the total educational profession, will strengthen the profession.

LEVEL OF PERFORMANCE

Your completed Self-Check should have covered the same major points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Competency Based Teacher Education (CBTE), pp. 7-15, or check with your Resource Person if necessary.

LEARNING EXPERIENCE II

Enabling Objective After completing the required reading, demonstrate a knowledge of how the concepts underlying CBTE are made operational in a CBVTE program.

Activity You will be reading the information sheet, Operationalizing CBTE, pp. 21-28.

Optional Activity You may wish to review selected optional references for this learning experience, p. 4.

Activity You will be demonstrating your knowledge of how the concepts underlying CBTE are made operational by completing the Self-Check, p. 29-31.

Feedback You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 32-35.

Activity For information regarding how the concepts underlying CBTE are made operational, read the following information sheet.

OPERATIONALIZING CBTE

In Learning Experience I, CBTE was discussed in terms of the characteristics which should or could be incorporated into the design of such a program. In effect, each characteristic was discussed and considered from a conceptual base, while little attention was given to how a CBTE program would appear when fully operationalized. In this learning experience, a competency-based vocational teacher education (CBVTE) program at Temple University is described; Program VITAL.

VITAL is an inservice vocational teacher education program that became operational in September, 1973. The program serves persons who enter vocational teaching from business and/or industry, with little or no previous formal teacher preparation. These new teachers are considered interns and remain such until they exit VITAL and receive provisional certification.

Although there are other operating CBVTE programs at Temple, and other universities, which incorporate the same characteristics as does VITAL, focusing on a single program should promote an essential understanding of how each characteristic of CBTE operates.

Individualized

It is felt that, above all, a well designed CBTE program must center on the needs of each learner. The program must allow each to progress at a rate consistent with personal ability and motivation.

VITAL learners (interns) are allowed to progress at their own rate. Each registers for a specified number of semester hours (6) of credit each semester, but each remains in the program until program exit criteria are met. Typically, interns remain in the program between one and three years.

Each learner is required to learn 83 teaching skills through the use of 30 directed self-instructional modules in order to exit the program. Modules may be used in any order desired and, as stated previously, the amount of time devoted to each module varies with each intern.

Module selection is based upon a needs assessment completed by each intern followed by a discussion of the identified needs with a member of the program staff. Based on this discussion, the intern sets objectives for the week (short range) and the year (long range). Since the program is individualized, the objectives are frequently altered to reflect new learning priorities.

Although CBVTE must be highly individualized, research has shown that some interaction among learners is essential to learner progress (80% individualized - 20% group instruction is prescribed). Program VITAL has facilitated this by introducing the "Small Group Meeting" as part of its operating procedure. Rationale and procedures for planning and conducting small group meetings can be found in the cited reference on p. 5 of this module.

Modularized

The module is the basic learning unit in Program VITAL. As stated, interns must learn 83 teaching skills and 30 modules are used to assist them in meeting this requirement. The modules used are part of the 100 developed at The National Center For Research in Vocational Education and each focuses on one or more of 384 performance elements associated with teaching a vocational subject. All center on teacher performance and apply equally well regardless of the particular vocational specialty taught.

The modules are primarily self-contained. Each includes a terminal performance objective with accompanying criteria and standards for performance. Each also includes several enabling objectives with appropriate learning experiences to assist a learner in developing the skill involved. Learning experiences are sequenced to bring a learner from awareness and comprehension, through performance simulation, to performance in an actual teaching situation.

Although some learners can use modules as self-instructional materials, most need help in using them; especially when first introduced to them. For this reason, modules are considered directed self-instructional materials and learners are assisted by the program staff when using them.

The first step in using a module occurs when the user (an intern) and a member of the program staff review the terminal performance objective and the associated criteria and standards. Through this review, the intern is helped to visualize the performance required and learn how this skill can be used to assist a teacher help students learn. Following this review, the intern reviews the enabling objectives and determines which of the learning experiences offered would make a contribution to developing the skill addressed.

The intern is required to perform only the terminal learning experience in each module. Interns who feel competent in performing a skill addressed by a module, can exercise the "test-out" feature of Program VITAL. They may skip all enabling learning experiences and proceed directly to the terminal experience, proving competence by providing tangible evidence (a written product or a videotaped teaching process).

It should be noted that modules are categorized as being either product or process types. Product modules are those that require a written product (i.e., Develop a Lesson Plan), while process modules are those requiring a performance (i.e., Introduce a Lesson).

Criterion Referenced Evaluation

As previously stated, each module includes criteria for assessing a learners' ability to perform. When learners can perform as specified by the criteria and standards, they are considered competent at the skill addressed. This judgement is first made by a learner (through self-evaluation) and then confirmed by a member of the program staff.

Self-Evaluation

Self-evaluation is a valuable feature of Program VITAL. Interns are brought to realize that feedback is essential to their professional skill development. Research has shown that self-evaluation is the most appropriate means of leading the learner to self-actualization of teaching performance. Learner self-evaluation is required prior to final assessment of each module in Program VITAL.

Self-evaluation of product modules occurs when the interns assess their written product against the specified criteria stated in the modules. The nature of process modules makes it more difficult for self-evaluation to occur. In order to facilitate this, Program VITAL utilizes video feedback. Interns are instructed how to set-up and operate video systems enabling them to tape their performances for self-evaluation. For more information concerning the rationale for video feedback, refer to the reference cited on p. 5 of this module.

Exit Requirements

As previously stated, to exit Program VITAL an intern must be considered competent at the 83 teaching skills, addressed by the 30 modules included in the program. In addition, the intern must present evidence that the skills are routinely used to teach complete lessons. Assessment of the learners' competence is based on their performance in the teaching role.

The Organized Profession

Local school teachers and administrators, as well as teacher educators, are involved in program VITAL in several ways. For one thing, an intern can not exit the program until a local Council of Educators' reviews the intern's evidence of competence and agrees that the intern should be invited into the teaching profession. On each council (each school has one) is an appointed local administrator, an elected local master teacher, and a teacher educator from Temple. A majority vote either recommends the intern for certification or for additional competence development. A document to this effect is signed by each council member. For more information concerning the Council of Educators' Review, refer to the cited reference on p. 5 of this module.

Local school personnel are also involved in the program advisory committee and in periodic program evaluations.

The Research Base

The modules used in the program were developed around the 384 elements associated with competent vocational teacher performance. These elements were derived using a Task Analytical Model. The research base for the performance elements is well documented as is the method used to develop the modules.

Program VITAL is also developed on sound research base. In effect, each concept and the way it has been made operational is in keeping with what is currently considered sound educational practice. However, the program is open and regenerative in that each aspect of it is scrutinized each year in order to make changes which hold the potential for program improvement. This is accomplished through the yearly program evaluation process.

The major objective of each evaluation is to study program variability and to determine ways to reduce variability in desirable ways. Stated dif-

ferently, to bring about planned change and assess the effect of change on program effectiveness.

As should be obvious, Program VITAL is designed as a system which has sub-systems and components designed to function in rather specific ways. As such, variability in the functioning of each subsystem or component is not desirable.

Field Centered

Since learner performance is assessed when the learner is functioning in the role of a teacher, the program must operate in local schools. Program VITAL operates in each vocational classroom in the eastern region of Pennsylvania where there is a person needing the teaching skills associated with becoming provisionally certified. In general, the program operates in about 60 different public, private, and special schools having vocational programs. Somewhere between 100 and 200 interns have been served by the program each year it has operated. Those to be served, operate out of schools as far as 150 miles away from Temple University. The schools are located in urban, suburban, and rural locations and the interns vary widely in occupational specialty.

Differentiated Staffing

In order to economically operate a field-centered program involving the organized profession to a large degree, the staff is differentiated. Each level has specific functions to perform and some level of responsibility for the interns being served.

Overall operation of the program is the responsibility of the Program Coordinator. The coordinator must see to it that the program operates as it was designed and to take appropriate steps to assure this. In effect, the coordinator is responsible to provide the personal and material resources needed for program operation and to see that such are used appropriately.

The Staff Trainer, in consultation with the Program Coordinator, prepares each person on the staff with the skills needed to perform program functions. Through a combination of individualized and group oriented planned activities, each member of the staff is helped to develop skills related to the staff role held.

The senior staff is responsible for the professional development of interns. A Senior Teacher Educator (STE) sits on each Council of Educators' Review and must see to it that interns receive appropriate help from Resource Persons serving them. Senior Teacher Educators hold university ranked positions and Presidential appointments.

The responsibility for the professional development of interns is shared by members of the field staff, of which the Field Resource Person (FRP) is a member. Unlike the senior staff, the field staff members do not hold university rank, nor do they have Presidential appointments. In contrast, they are full time faculty on a Dean's appointment and part-time graduate students. As such, they are not in a tenure track position.

The field staff visits each intern on a weekly basis routinely performing live observations in the actual teaching situation, observing written product and videotaped process performances, and conducting "helping conferences" concerning these observations. Rationale and procedures for conducting helping conferences can be found in the cited reference on p. 5 of this module.

In addition, each FRP manages the professional development and assistance being provided by local teachers functioning as helpers to interns.

Each intern has a local experienced teacher to help them develop the teaching skills needed. These individuals are referred to as Resident Resource Persons (RRPs). Such helpers are members of the resident staff who have the responsibility to help interns when the FRPs are not in the school.

RRPs are full-time local teachers and only part-time members of the program staff. They assist interns before and after school, or during time when they are not involved in teaching their own classes.

The Interns themselves are considered members of the program staff. Each must accept full responsibility for personal professional development and each is helped to do so by the program staff. However, it is acknowledged that progress will not take place without the interns' full cooperation in the learning process. For more information concerning the role of the student in CBTE refer to the cited reference, Student Guide to Using Performance-Based Teacher Education Materials, p. 4 of this module.

Preparation Is Career Continuous

Program VITAL only centers on 83 teaching skills through the use of 30 modules. Other teaching skills are learned in Program Mastery which makes use of the same delivery system as Program VITAL, but utilizes different modules. Still other teaching skills are learned in the teacher education program dealing with Cooperative Vocational Education, through the use of different modules. Leadership skills are learned in Program Life, while curriculum development skills are addressed in still another program. All programs incorporate the concepts which define CBTE and, to a very large extent, operationalize the concepts as does Program VITAL.

At Temple University, CBVTE is more than a concept, it is a philosophy around which teacher education programs are developed. Each program operates on an open entrance - open exit basis, with the individual needs of each learner being met. Recognizing and incorporating what research and experience suggest to be the best in educational practice, successful programs operate.

Optional Activity

For further information concerning the operationalizing of CBTE programs, review the selected optional references for this learning experience. Your Resource Person will be able to assist you in securing these references.

Activity

The following items check your comprehension of the material in the information sheet, Operationalizing CBTE, pp. 21-28. These items require short essay-type responses. Please respond fully, but briefly.

SELF-CHECK

1. Discuss Program VITAL's provisions for individualization.

2. Describe the modules used in Program VITAL.

3. Explain the "test-out" feature of Program VITAL.

4. Distinguish between product and process type modules.

5. Describ how Program VITAL involves the organized profession.

6. Describe how Program VITAL leads the learner to self actualization of teaching performance.

7. Explain the feature of Program VITAL which facilitates assessment of learner performance in the actual teaching situation.

8. Provide rationale for differentiated staffing and briefly discuss the responsibilities for each member of the staff.

Feedback

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. Program VITAL operates with the philosophy that an educational program must meet each individual learners' needs and interests. As a result of this belief, VITAL provides for individualized instruction by:
   - allowing the learners to progress at their own rate. Although all learners are responsible for meeting the same exit criteria, no time limit is placed on the learner for meeting these criteria.
   - using modules as directed self instructional materials. Each learner is responsible for completing 30 modules, however, module sequence and time of completion is dependent upon the learners' identified needs and interests.
   - allowing interns to set short and long range objectives based on their personal needs assessment.
2. The modules used in VITAL:
   - are self contained.
   - are highly research based.
   - were developed at the National Center for Research in Vocational Education.
   - are built around 384 performance elements identified as being essential to teaching a vocational subject.
   - center on teaching performance.

- include terminal performance objectives and sequential enabling objectives, as well as appropriate learning experiences and evaluative devices to deliver on these objectives.
- are flexible, directed self instructional materials.
- are criterion referenced.
- provide for self-evaluation.
- are either product or process types.

3. The "test out" feature of VITAL allows those learners who feel competent in performing a particular skill addressed by a module, to proceed directly to the terminal learning experience, skipping all enabling experiences, and proving their competence. Essentially, if a learner can proceed directly to, and complete, the terminal learning experience of a module successfully, he/she is said to be competent at that skill.
4. Product modules require written performances, such as Developing a Lesson Plan, while process modules are those which require a performance in the actual classroom, such as Introducing a Lesson.
5. VITAL involves the organized profession in a variety of ways. Essentially, all learners in VITAL must go through a review of a local Council of Educators consisting of a school administrator, a local master teacher and a teacher educator. These individuals mutually accept the responsibility for accepting the learner into the teaching profession. Members of these various disciplines are also jointly involved in program evaluations and program advisory committees.
6. In Program VITAL, self actualization of teaching performance is dependent upon the individual learners' ability to self-evaluate. All attempted module learning experiences must be self evaluated prior to final assessment by a field staff member. Self-evauation of product modules occurs when the

learner assesses his/her product against the stated criteria for assessment. Process modules must be videotaped in order for the learner to apply the stated criteria to the performance.

7. Program VITAL is a field centered program. This facilitates the assessment of learner performance in the acutal teaching situation. Field centered simply means that the program operates in the local school classrooms in the eastern region of Pennsylvania. Field staff members are assigned to provide individual service to the intern teacher. The learning environment is the teacher's own classroom.

8. Program VITAL utilizes differentiated staffing because this method has proven to be the most efficient and economic means of operating a field centered program aimed at serving a large numbers of intern teachers scattered over such a large geographic area. The responsibilities for each member of the staff are as follows.

Program Coordinator - provides the personal and material resources needed for program operation and oversees all phases of the program.

Staff Trainer - coordinates pre and inservice preparation of the field staff, preparing each staff member to perform program functions.

Senior Teacher Educator - acts as the university representative for the Council of Educators' Review, and sees that interns receive appropriate help from Resource Persons.

Field Resource Person - visits assigned interns on a weekly basis, conducts observation sessions, assesses intern performances, conducts "helping conferences", manages development of Resident Resource Persons.

Resident Resource Person - assists in helping intern teachers in their professional development when the FRP is not available, conducts helping conferences.

Intern - accepts full responsibility for their personal professional development.

LEVEL OF PERFORMANCE

Your completed Self-Check should have covered the same major points as the Model Answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Operationalizing CBTE, pp. 21-28, or check with your Resource Person if necessary.

LEARNING EXPERIENCE III

Enabling Objective After completing the required reading, plan a CBTE orientation program.

Activity You will be reading the information sheet, Planning a CBTE Orientation Program, pp. 37-38.

Optional Activity You may wish to interview a Resource Person experienced in planning CBTE orientation programs.

You may wish to review module B-4, Develop a Lesson Plan, prior to planning the orientation program.

Activity You will be demonstrating your competency by planning a CBTE orientation program.

Feedback Your CBTE orientation plan will be evaluated by your Resource Person, using the Checklist For Preliminary Lesson Plan, pp. 40-41.

Activity For information regarding the planning of a CBTE orientation program, read the following information sheet.

PLANNING A CBTE ORIENTATION PROGRAM

Once the Resource Person has established a good conceptual knowledge base of CBTE, it becomes his/her obligation to select the most appropriate technique with which to help learners and others develop a similar knowledge base.

Experience has shown that this task is most easily accomplished through small group instruction and it is recommended that the Resource Person use the Small Group Meeting for this purpose.

The quantity of material to be covered in this presentation is such that it may take an extensive period of time. Upon analyzing the needs and interests of the individuals to be addressed, it becomes the task of the Resource Person to decide whether the presentation should be given in one or more parts. Either way, careful planning is essential in order to give the presentation a sense of purpose and direction. The following lesson plan format has proven to be a great aid when planning to conduct a CBTE orientation program.

LESSON PLAN FORMAT: INFORMATIONAL

Unit:

Lesson Topic:

Objective:

Introduction: (approximate time)

Method:

Learning Activity: (approximate time)

Resources:

Evaluation: (approximate time)

Summary: (approximate time)

Activity

You are now ready to plan, in writing, a lesson that will help you conduct a CBTE orientation program. Your lesson plan should include all necessary information. Check with your Resource Person to see if he/she has a specific lesson plan format for you to follow.

Feedback

After you have developed your plan, arrange to have your Resource Person review and evaluate your plan. Give him/her the Checklist For Preliminary Lesson Plan, pp. 40-41, to use in evaluating your work.

CHECKLIST FOR PRELIMINARY LESSON PLAN

DIRECTIONS: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name

Date

Resource Person

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
1. There is a stated objective in the plan.....				
2. The objective is stated in terms of a single student behavior.....				
3. The objective contains the conditions under which the objective will be achieved, and the criteria via which achievement will be measured.....				
4. There is an introduction.....				
5. The introduction contains information or techniques meant to motivate students and orient them to the lesson objective.....				
6. There is a statement in the plan indicating what methods, techniques, or learning experiences will be used to help students achieve the lesson objective.....				
7. Students are given an opportunity to apply what they learned.....				
8. The necessary content for the methods selected (i.e., key questions, information outline, step-by-step procedures) is included in the plan.....				
9. There is a summary.....				

	LEVEL OF PERFORMANCE			
	N/A	NO	PARTIAL	FULL
10. The summary contains information or techniques meant to pull loose ends together, restate major points, and relate the lesson to the objective.				
11. A method of evaluation is provided.				
12. Resources are included in the plan.				

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, the teacher and Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

LEARNING EXPERIENCE IV

Enabling Objective Given a case study describing a Resource Person's performance in conducting a CBTE orientation program, critique the Resource Person's performance.

Activity You will be reading the Case Study, pp. 43-46.

Activity You will be critiquing, in writing, the performance of the Resource Person described in the Case Study.

Feedback You will be evaluating your competency in critiquing the Resource Person's ability to conduct a CBTE orientation session, by comparing your completed critique with the Model Critique, pp. 47-48.

Activity The following Cast Study describes a Resource Person's performance in conducting a CBTE Orientation program. Read the Case Study.

CASE STUDY

Ed Barnes, a Resource Person, identified the need to orient his new learners to CBTE. Initially, Ed contacted all of his new learners informing each of the time, place, and topic for their next small group meeting.

Realizing the complexity of such a presentation, Ed decided to develop a plan of action to guide him through his presentation.

Following is Ed's plan:

Lesson Topic: Competency Based Teacher Education.

Objective: Given various articles, slide-tape presentations, and CBTE guidebooks, the learner will demonstrate a basic knowledge of the concepts underlying CBTE.

Introduction: In these past few weeks you have enrolled in a CBTE program, which many of you know very little about. This approach to teacher education differs greatly from the traditional form of education that you are accoustomed to. This evening, in an attempt to ease your apprehensions about this program and to answer your questions concerning CBTE, we will review various articles, slide presentations, and guidebooks, discussing each. This session is aimed at orienting you to CBTE in order to provide you with the knowledge of the basic concepts underlying CBTE and its operational procedures. Providing you with such information will help you understand CBTE and what role you, as a learner, play. Such an understanding is thought to be instrumental to learner success in CBTE.

Evlauation of this session will be in the form of a written post-test, concentrating on the major points covered in our discussion. You will be required to complete the post-test, then self-evaluate by comparing your written answers with the model answers that will be provided you. You may exit the session when you feel that you have acquired a basic understanding of CBTE and its operational procedures.

Method:

Small group discussion.

Slide-tape presentations.

Information Sheets.

Question and Answer.

Supervised study.

Learning Activities:

1. In a supervised study session, learners will review the information sheets, Competency Based Teacher Education and Operationalizing CBTE. Clarification will be provided through small group discussion and a question and answer period.
2. The learners will view the slide-tape, The Student and CBTE. Discussion and a question and answer period will follow.
3. The learners will view the slide-tape presentation titled, CBTE Module Development. Discussion and a question and answer period will follow.
4. In a study session, the learners will review the Student Guide to Using Performance Based Teacher Education Materials. Clarification provided by small group discussion and question and answer session.

5. Learners will be provided with a bibliography of CBTE resources for future reference.

6. Learners will self-evaluate post-test.

Resources:

- Copies of the information sheets, Competency Based Teacher Education, and Operationalizing CBTE, for each learner.
- Slide-tapes, The Student and CBTE and CBTE Module Development and slide projector.
- A Student Guide...to Using Performance Based Teacher Education Materials, for every learner.
- Bibliography of CBTE references, for every learner.
- Copies of Model Answers, for each learner.

Evaluation: Learners will complete a written post-test and then self-evaluate by comparing their written answers, with model answers provided by the Resource Person.

Summary: Question and Answer.

Learners will meet briefly, on an individual basis with the Resource Person for necessary clarification of post-test items or any other problems that may have arisen.

The following week, upon completing his lesson plan, Ed gathered all materials essential to his presentation, and reported to the designated place for the small group meeting.

Carefully following his plan, Ed's presentation was moving smoothly, but much slower than he had anticipated.

Realizing that there was insufficient time to complete all five learning activities that he'd planned, Ed decided to wrap it up after completing the first three learning experiences.

Due to the lack of time, Ed was forced to skip his planned evaluation altogether, and hurriedly conducted a group summary, briefly touching on key points covered.

Activity Critique, in writing, the performance of the Resource Person described in the case study. The checklist provided on pp. 40-41 of Learning Experience III will help you in critiquing the described performance.

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your responses need not exactly duplicate the model responses, however, you should have covered the same major points.

MODEL CRITIQUE

Ed appropriately began by identifying a need for such an orientation session.

His decision to conduct this orientation session in a small group setting, rather than on an individual basis, was a wise one.

Ed realized the need for developing a plan of action to guide him through his presentation.

The written plan that Ed developed more than adequately meets all of the criteria for developing a written lesson plan, cited on pp. 40-41 of Learning Experience III, in this module. However, Ed did not indicate the estimated time involved for lesson introduction, learning activities, evaluation, and summary, in his written plan. Had he carefully considered approximate times for completing these components of his plan, he may have been able to eliminate the problem of not having sufficient time to complete his presentation as planned.

Ed's decision to skip the final two learning activities and his planned lesson evaluation was inappropriate. Upon realizing that insufficient time existed to complete his presentation as planned, Ed could have provided all learners with the materials necessary to complete learning activity 4 (Student Guide to Using Performance Based Teacher Education Materials) and learning

activity 5 (Bibliography of CBTE References), instructing the learners to complete these activities some time before the next small group meeting. Follow-up (Discussion and Question and Answer) of these learning activities could have occurred at the next scheduled group meeting, followed by Ed's planned evaluation and summarizing activity with each individual learner.

LEVEL OF PERFORMANCE: Your completed critique of the Case Study should have covered the same major points as the Model Critique. If you missed some points, or have questions about any additional points you made, review the material in the information sheet, Planning a CBTE Orientation Program, pp. 37-38, or check with your Resource Person.

LEARNING EXPERIENCE V

Terminal Objective In an actual program situation, conduct a CBTE orientation program.

Activity As you conduct your activities as a Resource Person, you will be required to conduct orientations to CBTE for new learners. Your Resource Person may require you to schedule this activity a few days in advance. He/she may also want you to submit a written plan of your activities before you conduct such a session.

Feedback Arrange in advance to have your Resource Person review your documentation and observe you conducting an orientation to CBTE. Your total competency will be assessed, by your Resource Person, using the Resource Person's Assessment Form, pp. 50-53.

Based upon the criteria specified in the assessment instrument, your Resource Person will determine whether you are competent in conducting an orientation to CBTE.

RESOURCE PERSON ASSESSMENT FORM

Conduct a CBTE Orientation Program

DIRECTIONS: Indicate the level of the Resource Person's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
In preparation for conducting a CBTE orientation program, the Resource Person:						
1. Prepared a complete written plan to utilize as a guide for the advising session:						
A. There is a stated objective in the plan.....						
B. An introduction was included..						
C. Appropriate learning experiences were developed.....						
D. A summary was included.....						
E. A method of evaluation was developed.....						
During the presentation of the operating procedure of Program VITAL the Resource Person:						
1. Discussed the key features of Program VITAL:						
A. Performance based.....						
B. Self Evaluation.....						

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	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
C. Differentiated Staffing.....						
D. Modularized.....						
E. Field centered.....						
F. Self pacing & Individualized..						
G. Immediate feedback.....						
H. Test out feature.....						
I. Council of Educators Review...						
2. Outlined the Role and Responsibility of each differentiated staffing member:						
A. Program Coordinator.....						
B. Staff Developer.....						
C. Senior Teacher Educator.....						
D. Staff Developer.....						
E. Field Resource Person.....						
F. Resident Resource Person.....						
G. Intern.....						
3. Detailed module format						
A. Title page.....						
B. Introduction.....						
C. Module Structure and Use.....						
D. Learning experiences.....						
E. Product/Process modules.....						
4. Outlined module structure and use:						
A. Organization.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
B. Objectives (enabling-terminal)						
C. Procedure.....						
D. Resources.....						
E. Terminology.....						
5. Compared the features of Program VITAL and traditional delivery systems. Included were:						
A. Competency based/performance based.....						
B. Individually paced.....						
C. Individual needs.....						
D. Immediate feedback.....						
E. Multi Media Materials.....						
F. Module oriented.....						
G. Field based.....						
H. Resource Persons.....						
I. Specific objectives.....						
J. Objective criteria.....						
K. Criterion Referenced.....						
6. Stressed the process--concept of self evaluation.....						
7. Discussed the role of video taping.						
8. Outlined intern responsibilities...						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the Resource Person trainee and his/her Resource Person should meet to determine what additional activities the trainee needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

VEIN
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551